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ABSTRACT

Two studies examined the extent vocational research and development products are distributed to primary audiences and the extent of use of selected products. Input from thirty vocational educators in twenty states was used to formulate two questionnaires distributed in Florida and Pennsylvania to persons who distribute and use research products. The distribution survey product sample included all products from a twelve-month segment of products accepted by the Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education; the fourteen-product sample for the use survey was selected by state staff members in Florida and Pennsylvania. A total of 1,885 usable questionnaires were returned. The survey revealed the following: copies of reports and materials from government-sponsored research in vocational education are widely distributed: nearly all recipients of research products used them: students' use of products occurred primarily in secondary and postsecondary classrooms; administrators were potentially key linkers in the distribution process; most products were either learning materials or instructional guides; the greatest product use benefits occurred in the classroom; and direct mail was the most frequent means of product distribution. (The survey instruments are appended.) (MN)

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ED194806

DISTRIBUTION AND USE PATTERNS OF RESEARCH PRODUCTS[1]

William L. Hull[2]

Introduction

This presentation addresses two prerequisites for efficient utilization of results. They are distribution of research and development (R & D) products and use of those products on site. Implicit in this statement is the need for full implementation of results from R & D projects. Outputs from these projects, which we shall call products, must be transported (or distributed) from the developer to potential users. The use of previously developed products by other people is important because it costs more to develop a product than to reproduce one. Thus, benefits from R & D in vocational education can be extended by spreading the innovation from one setting to another. This distribution increases the value of R & D by reducing the cost of benefits per unit of used output. Product use is important because it links benefits to output from R & D. We must be able to infer cause and effect to evaluate R & D products. Non use of products, or lack of implementation, is a major reason for findings of "no change" or "no signficant difference" in some impact studies.

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[1]This paper was presented on December 7, 1980 at a Research Section symposium of the New and Related Services Division of the American Vocational Association Convention. The theme of the symposium was "Determining the Impact of Research in Vocational Education." This research was conducted pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Department of Education position or policy.

[2]The author is a senior research specialist and professor at the National Center for Research in Vocational Education, The Ohio State University. Appreciation is extended to my colleagues at the National Center; Kay Adams, Ruth Gordon, Marta Fisch, and Chris Ring for assistance with this study.

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Study Objectives

The research reported in this paper came from two separate studies. One was a study of product distribution, the other was a study of product use. The objectives were two fold:

1. To determine the extent vocational education R & D products are distributed to primary audiences, and
2. To determine the extent of use of selected products.

There were many variables associated with the distribution and use of R & D products. But before we identify them, let me discuss reasons why this research focused on products as carriers of program improvement ideas from R & D projects. There are many possible outcomes from an R & D project. Persons participating in the project may obtain new and adventuresome ways of teaching which are not captured by the formal outputs of the project. This happens all the time on development sites; for example, advisory council members take home ideas which they apply in other settings. These applications may never be captured in studies of product impact. However, the product focus provides some efficiencies and direction lacking with other approaches to studies of impact. Note the following:

1. A product is tangible; it can be seen, discussed, and frequently leaves a trail which can be followed during its use.
2. It represents documented output from a project; sometimes telephone calls and service activities are not recorded in sufficient detail to study.
3. A product can be used in a reliable manner, making it possible to compare product use across sites.

This research was concerned with the number of products distributed, who received them, and where they went. We examined different types of products and collected perceptions of potential benfits from using them. We asked about the quality of the products and ways they were used on site. The specific questions and structured responses can be found in the questionnaires attached to this paper.

Methodology

Detailed information on procedures used to collect and analyze data from this study may be found in two National Center publications entitled Distribution of Vocational Education R & D Products (1980) and Research and Development Product Utilization in Vocational Education (in press). Comments in this paper provide a rationale for decisions made during the conduct of the study. Hopefully, the information presented will help the reader understand why a mail survey was used to collect information on products and why certain data sources were used.

Selection of the Mail Survey

The mail survey was selected as the most cost-effective means of collecting data on product distribution and use. It was relatively inexpensive and could be used on different types of products. The product use study sought to obtain information from many people using different products under similar circumstances. A survey instrument which could be sent to persons who had received a product seemed to be the answer.

Development of the Survey Instruments

Indicators of product distribution and use were developed with help from state representatives. Inputs from thirty vocational educators in twenty states were used to formulate and refine items in each of two questionnaires, one for persons who distributed R & D products and the other for users of products. An extensive clearance review with federal agencies and representatives from the states resulted in some format changes in the instruments. The instruments were reviewed by a three-member quality assurance review panel and pilot-tested with six Research Coordinating Unit (RCU) directors before being reproduced. Copies of the instruments are attached to this paper.

Selection of the R & D Products

The information in this paper came from two samples of R & D products. The first sample (drawn for the distribution survey) included all products from a twelve-month segment of products accepted by the Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career and Vocational Education beginning October 1, 1978. These products came from federally-administered or state-administered projects authorized under parts C, D, or I of the Vocational Education Amendments of 1968 or under sections 131, 132, or 133 of the Education Amendments of 1976. RCUs and other agencies sent these products to the National Center for consideration by the ERIC Clearinghouse. The distribution survey was mailed to RCU directors who recorded the numbers of copies distributed for a two-year time frame, from January 1, 1978 to December 31, 1979. This was necessary to capture distribution of products prior to and following the date products were accepted by ERIC because it takes time for dissemination to occur. Distribution data in this survey included fourteen products selected for a product use study.

The sample of products for the use study was selected by state staff members[3] in Florida and Pennsylvania using the following criteria:

1. Products have been distributed since January 1, 1978.
2. Records of product recipients exist and can be updated easily.

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[3]This study would not have been possible without the cooperation of the RCU directors and their staff members in Florida and Pennsylvania. They made names and addresses of product users available. We express our appreciation to Margaret Ferqueron, David McOuat, Stan Simpson, and Pam Eaddy in Florida; and to Carroll Curtis, Erma Keyes, James Lewis, Clarence Dittenhafer, and Frank Rozman in Pennsylvania for this assistance.

3. At least 25 percent of the product development costs were authorized by sections 131, 132 or 133 of Public Law 94-482 or parts C, D, or I of Public 90-576.

4. They were developed through either state-administered or federally-administered projects.

5. They were distributed to at least 100 persons within the state where they were developed.

These states were selected because of exemplary dissemination systems and the differences in the intra-state regional structures for dissemination. Fourteen products were selected for study, eight in Florida and six in Pennsylvania. They are listed below:

Florida: Assisting with Nutritional Needs

Auto Mechanics Curriculum

Competencies for Business Education

Consumer Decisions

Employability Skills Series

Evaluating Beef Cattle

Summaries of Vocational Education Research in Florida

VIEW, Vital Information for Education and Work

Pennsylvania: Cooperative Resource Guide

Food Service Curriculum

Guidelines for Establishing Career Resource Guide

IDECC, Interstate Distributive Education Curriculum Consortium

Meet Half Way (a film)

Metric Measurement Project Workshops

Two products which had been selected for dissemination through the National Center Dissemination and Utilization (D & U) System were included in the sample to capture the flavor of distribution across state lines. These products were a Handbook for Teachers of Adult Occupational Education and Guidelines for Sex Fair Vocational Education Materials. The product use time frame was one year, the 1979-80 school year.

Questionnaires Returned

A total of 305 useable questionnaires were returned on the distribution survey from 446 questionnaires mailed for a 68 percent return rate. One questionnaire was mailed for each product in the sample. A total of 1,280 useable questionnaires were returned in the product use survey from 2,054 questionnaires mailed for a 62 percent return rate. One questionnaire was mailed to each product recipient. Because of differences in size of mailing lists and in numbers of products from the states, approximately twice as many respondents came from Florida as from Pennsylvania. There were 612 respondents in Florida, 376 in Pennsylvania, and 292 responding to the D & U-disseminated products.

Limitations of the Study

Care must be taken in generalizing the results of these surveys beyond the data collected. The results are based on quantified data collected with survey methodolgy. It does not address the importance of an individual product or the quality of decisions or improvements made as a result of using these products.

The number of products represented in each survey, 305 in the distribution study and 16 products in the use study are a very small fraction of the number

of products produced from R & D dollars authorized by P.L. 94-482 and P.L. 90-576. Furthermore, the products included in the use study were highly selected; they represented some of the best available. Thus, the results from the use survey may represent an "upper level" for expectations from R & D products.

The results from these questionnaires are subject to the usual limitations of survey data collection methods, such as, misinterpretation of the questions, poor records of product distributon/use, and reliance on perception rather than verifiable observation. However, the responses collected for similar product types (for both surveys) exhibited amazingly consistent patterns. Some of these similarities are noted in the results which follow.

Results

The remainder of this paper is organized by annotated findings, and a summary containing conclusions and recommendations. The findings are supported with tabular information in some cases.

1. Copies of reports and materials from federal and state-sponsored research in vocational education have been widely distributed.

The survey of 305 R & D products indicated 401,963 copies were distributed for an average of 1,318 copies per product. Many of these products were for classroom use. Learner materials for students and instructional guides for teachers led the list of products duplicated for distribution. On the other hand, knowledge synthesis papers and research reports were reproduced at lower rates than other types of products. Copies of products from state-administered projects were distributed in quantities four times greater than copies of products from federally-administered projects.

2. Nearly all recipients of R & D products used them.

The use levels of the sixteen R & D products studied ranged from a quick reading of the products (93 percent) to using the products with students (64 percent). The statistics in table 1 indicate three-fourths of the recipients gave the products extensive use, such as referencing them in work they were performing, and adapting them to unique conditions at their home site. Eighty-nine percent of the respondents said they would use the products again!

3. Student use of R & D products occurred primarily in secondary and postsecondary institutions.

More secondary students used R & D products than any other type of student. Over 63,000 copies of the sixteen products were used in secondary schools; 14,112 copies were used in postsecondary schools. An average of 137 students used an R & D product each year. Seventy-two percent of the respondents had either used the product with students or planned to. Sixty-eight percent of product use with students was in secondary schools. This was nearly five times the number of student users found in any other level of schooling, e.g., primary, postsecondary, or higher education.

4. The vast majority of R & D product copies (84 percent) went to elementary, secondary, and postsecondary schools for potential impact in the classroom.

The distributed copies (313,627) represented 158 different products. These products went to students (206,090 copies), teachers (79,450 copies), and administrators (28,087 copies). Administrators tended to receive an information copy of products sent to teachers. In some cases products were sent to school administrators for teacher resource rooms. Teachers frequently received R & D materials directly from their supervisor.

TABLE 1

UTILIZATION OF PRODUCTS ON SITE

How the Products Were Used	Number of Respondents[2]	Percentage of Persons Responding[1]		
		Yes, they are using the product	No, but they plan to use it	No
Read	1010	93%	2%	2%
Studied	984	75%	10%	12%
Referenced or quoted	984	78%	6%	14%
Shared with others	972	69%	5%	22%
Filed	961	75%	3%	10%
Implemented	979	69%	10%	14%
Adapted	965	71%	10%	13%
Used with students[3]	964	64%	8%	19%

1 Percentages do not add to 100 because some respondents indicated the product was not applicable for their use.

2 Some respondents skipped items.

3 Not all products were appropriate for use with students.

Table 2 indicates a substantial number of products (80,612 copies) went to users in postsecondary schools and two-year colleges. In fact, this number of products reached a higher proportion of students in these institutions than the 18,421 copies sent to colleges and universities. This happened because there were slightly fewer two-year educational institutions in 1977 (1,151), than universities and four-year institutions (1,935).[1]

5. Teachers were the primary users of R & D products.

Evidence for this statement came from several sources. Teachers received one and a half times more products than administrators when numbers were summed across all products; the proportion was even greater for teachers in elementary and secondary schools. Copies intended for use by students were sent to teachers. Forty-four percent of all names on the mailing lists for the sixteen products studied were names of teachers. This percentage increased to 58 percent when only persons in primary and secondary schools are considered. When product distributors were asked to name the primary audience for R & D products, they named teachers twice as frequently as any other professional role!

6. Administrators were potentially key linkers in the distribution process.

More different products were distributed to administrators than any other professional role. Table 3 indicates this was true for all types of products except instructional guides and learner materials. It was true for all types of recipient organizations. For example, administrators received more research reports and knowledge synthesis papers than any other professional role.

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[1]These figures include the number of public and private institutions in the United States for fall 1977, the latest figures available according to the Digest of Educational Statistics.

TABLE 2

NUMBER OF COPIES DISTRIBUTED TO INTENDED RECIPIENTS
(N = 290 Products)[1]

Type of Recipient Organization	Role of Recipient						Total Number of Copies Distributed
	Administrators		Teachers		Students		
	Products[2]	Copies	Products	Copies	Products	Copies	
Elementary and secondary school	121	13,116	122	63,919	71	155,980	233,015
Postsecondary Postsecondary schools/two-year colleges	158	14,971	102	15,531	10	50,110	80,612
State education agency	227	17,694	---	------	--	------	17,694
University/ college	118	4,060	137	9,561	40	4,800	18,421
Other	183	13,454	88	8,238	23	1,190	22,882
TOTAL		63,295		97,249		212,080	372,624

[1] Although some distribution data is available on 305 products, complete information is available for only 290 products.

[2] The number of products do not add across columns because copies of the same product were distributed to administrators, teachers, and students.

TABLE 3

PERCENT OF PRODUCTS DISTRIBUTED TO RECIPIENTS

Recipient Organization and Role	Product Type: Research Report N = 74	Knowledge Synthesis Paper N = 23	Administrative Guide N = 30	Instructional Guide N = 96	Learner Material N = 49	Conference Proceeding/ Resource Guide N = 18	Totals N = 290
University/college							
Administrators	43%	87%	60%	23%	24%	33%	42%
Teachers	32%	13%	17%	80%	18%	39%	43%
Students	14%	0%	10%	18%	2%	11%	11%
State education agency							
Administrators	76%	96%	97%	84%	24%	100%	75%
Elementary/secondary schools							
Administrators	35%	4%	33%	64%	18%	28%	39%
Teachers	24%	9%	13%	85%	8%	11%	39%
Students	3%	0%	0%	31%	65%	0%	22%
Postsecondary schools/ two-year colleges							
Administrators	57%	87%	90%	43%	20%	67%	52%
Teachers	26%	78%	10%	55%	6%	28%	33%
Students	0%	0%	0%	2%	4%	0%	22%
Other							
Administrators	53%	14%	63%	81%	74%	50%	57%
Teachers	4%	0%	7%	55%	67%	17%	30%
Students	1%	0%	0%	24%	0%	0%	8%

7. Learner materials and instructional guides accounted for most of the copies distributed.

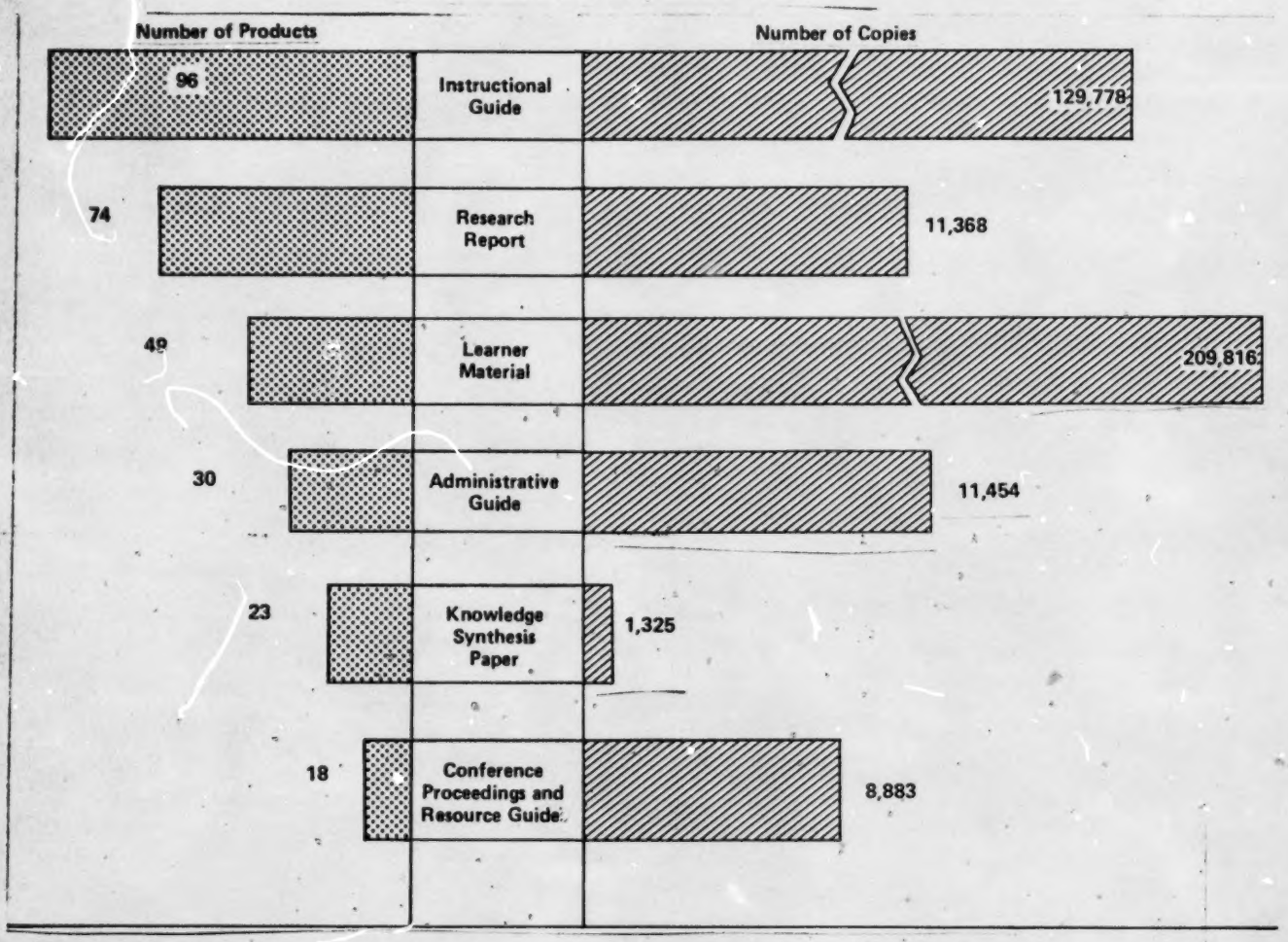
Ninety-six of the R & D products (33 percent) were instructional guides accounting for 35 percent of the copies distributed. Forty-nine products (17 percent) were learner materials accounting for 65 percent of the copies distributed. These two types of products accounted for 90 percent of the products sent to users. Figure 1 shows the relative numbers of products by type in the distribution sample. The sample of sixteen products reinforced the importance of these product types. Fourteen of the sixteen products were learner materials or curriculum guides.

8. The R & D products were perceived as high quality.

The products used were rated on two sets of evaluation criteria. The first set contained the following criteria: clear objectives, includes guidelines for use, fulfills purposes, contains recent accepted information, contains respected ideas, contributes to knowledge/skills, helps you perform work and contains necessary details. Over 90 percent of the users rated their product as fulfilling these criteria. The remaining criteria "contains best information" and "stimulates users to action" were rated high by over three-fourths of the users.

The second set of criteria compared the R & D product to a similar product they had reviewed or used. Half of these users rated the R & D product better than the comparable product on all of the following criteria: overall quality, timely/up-to-date, coverage of the subject, relevance, readability, appropriate length, reasonable cost, and scholarly content. The sole criterion which received less than half of the high ratings was "scholarly content."

Figure 1
HOW MANY PRODUCTS WERE DISTRIBUTED?



9. Greatest benefits of product use were perceived to occur in the classroom.

"Improved teaching efficiency" and "increased student competencies" were at the top of the list of benefits rated by product distributors and product users in separate surveys. Approximately 75 percent of the respondents indicated the products had "some or great benefit" in these areas. Also in the first quartile of both surveys was the benefit of improved planning and accountability.

10. Youth in diverse settings were perceived to benefit least from R & D product use.

Improved services to youth in isolated rural areas and inner cities were rated low by product distributors and product users in separate surveys. This was true despite a perception that almost half of the products (42 percent) were appropriate for disadvantaged youth! Benefits to other special needs youth such as handicapped and minorities receive slightly higher ratings than the ones for rural and inner city youth.

11. Direct mail was the most frequent means of distributing products to potential users.

Most of the products (72 percent) in the distribution survey were sent to recipients by direct mail. This finding was reinforced in the use survey. Over 40 percent of the products came to users through the mail. However, in the use survey, many of the products (32 percent) were distributed through conferences or meetings. This was particularly true for products given to teachers. Sixty-eight percent of the teachers received products at meetings and 66 percent of them received products from their supervisors.

Most of the products (70 to 80 percent) not directly related to classroom use, such as research reports, knowledge synthesis papers, and administrative guides were distributed free through the mail. However, learner materials were

most often available by mail (90 percent of the time) as cost-recovery items. Instuctional guides tended to be handed out (80 percent of the time) at inservice workshops.

There were no products in either sample which were distributed through a commerical publisher!

12. The content area for most products was vocational education.

The term "vocational education" was checked twice as often as any other descriptor. Career education, planning and development, and special needs also were high. By contrast, each of the vocational service areas accounted for less than three percent of the total response.

Summary

The findings included in this paper summarize the salient results from two independent surveys of persons distributing and using R & D products. The information came from two National Center reports which will be submitted to ERIC for inclusion in the nationwide document base. The findings are listed below for convenient review:

1. Copies of reports and materials from government-sponsored research in vocational education have been widely distributed.
2. Nearly all recipients of R & D products used them.
3. Student use of R & D products occurred in secondary and postsecondary classrooms primarily.
4. The vast majority of R & D product copies (84 percent) went to elementary, secondary and postsecondary schools for potential impact in the classroom.
5. Teachers were the primary users of R & D products.
6. Administrators were potentially key linkers in the distribution process.

7. Learner materials and instuctional guides accounted for most of the copies distributed.

8. The R & D products were perceived as high quality.

9. Greatest benefits of product use were perceived to occur in the classroom.

10. Youth in diverse settings were perceived to benefit least from R & D product use.

11. Direct mail was the most frequent means of distributing products to potential users.

12. The content area for most products was vocational education.

The respondents in the use survey represented a wide spectrum of vocational educators. For example, almost equal numbers were living in urban areas (over 250,000 population), in towns (50,000 to 250,000 population), and in rural areas (less than 50,000 population). The consistent ratings of product benefits across the two independent surveys of product distributors and product users indicated consistent findings across surveys.

Conclusions

The following conclusions can be drawn from these studies:

1. Teachers are the key users of R & D products in vocational education. Based on the number of copies distributed, R & D products go to elementary, secondary, and postsecondary schools primarily for use in classrooms. Most of these products were either instructional guides for teachers or learner materials for students. In either event, the teacher is the key decision maker in the selection and use of these products. Products sent to administrators were often information copies to be placed in reference rooms for teachers.

2. Products from state-administered projects tend to be duplicated and disseminated to teachers and others in much greater quantity than products from

federally-administered projects. However, many more products from federally-administered projects were included in ERIC, a nationwide document base, than products from state-administered projects.

3. A clear perception existed among both samples of respondents that youth in rural areas and youth in inner cities will not benefit to the same degree as other youth from use of vocational education R & D products.

Recommendations

1. Distributors should continue to share relevant R & D products with school administrators and classroom teachers whenever possible. Instructional materials represent one of the best ways of introducing innovation into the classroom.

2. Incentives and barriers to commercial publication of potentially high-volume products should be studied. There may be advantages to commercial distribution of classroom materials.

3. Every effort should be made to submit R & D products to the National Center for consideration by ERIC. Products from both federally-administered and state-administered projects should be submitted because ERIC represents an alternative means for making products available nationwide regardless of other dissemination techniques used.

4. More state-sponsored products should be included in ERIC to insure widespread dissemination across state lines.

5. A study should be initiated to determine why youth in inner cities and rural areas are perceived to benefit less than other youth from the use of R & D products.

Form B

Form Approved

FEDAC No. R 127

App. Exp. 12/82

Research Study No.

RESEARCH AND DEVELOPMENT PRODUCT DISTRIBUTION

The National Center for Research in Vocational Education is conducting a study to determine the distribution of vocational education research, exemplary, and curriculum products. Enclosed is an abstract of a product which you developed and/or distributed. Please complete each of the following questions by circling the appropriate response or by filling in the blank space provided. Your participation in this survey is, of course, voluntary.

1. Type of Funding (please circle one number) 8

1. State administered 2. Federally administered

2. Funding Authorization (please circle one number) 9

Research	Exemplary	Curriculum	Other
1. Part C	3. Part D	5. Part I	7. Program of national significance
2. Section 131	4. Section 132	6. Section 133	8. Not available

3. Approximately how many copies of this product have been distributed by your organization between January 1, 1978 and December 31, 1979? 10-14

[ ] (No. of copies)

4. Estimate the numbers of products distributed for use by administrators, teachers, and students in the following types of organizations:

Types of Organizations	Administrators	Teachers	Students	
a. University/college	_____	_____	_____	15-26
b. State education agency	_____	XXXXXXXX	XXXXXXXX	27-30
c. Elementary and secondary schools	_____	_____	_____	31-42
d. Postsecondary schools/ two-year colleges	_____	_____	_____	43-54
e. Other (If no "other" copies were distributed, skip to item 7.)	_____	_____	_____	55-66
TOTAL	_____	_____	_____	67-80

This study is being conducted by the National Center for Research in Vocational Education pursuant to a contract with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education, and Welfare as authorized by Public Law 94-482.

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

Card II

5. **Were the products in the "Other" category of question 4 distributed to any person in the following roles?**

	Yes	No	
a. Curriculum specialist/resource specialist/librarian	1	2	8
b. Researcher/evaluator/planner	1	2	9
c. Guidance counselor	1	2	10
d. Board or advisory council member	1	2	11
e. Legislator	1	2	12
f. Business/industry/labor personnel	1	2	13
g. Parent	1	2	14
h. Other (please specify) _____	1	2	15

6. **Were these people in the "Other" category located in the following organizations?**

	Yes	No	
a. National/regional education organization or association	1	2	16
b. Intermediate education agency	1	2	17
c. Other public or nonprofit organization	1	2	18
d. Educational research and development agency	1	2	19
e. Business/industry/labor	1	2	20
f. Other (please specify) _____	1	2	21

7. **Who is the primary audience (intended users) for this product? Write in the appropriate role and organization.**

	Role	Organization	
			22-23
Primary Audience:	_____	_____	24-25

8. **Is this product particularly relevant to any of the following groups?**

	Yes	No	
a. Limited English-speaking ability	1	2	26
b. Disadvantaged	1	2	27
c. Handicapped	1	2	28
d. Racial or ethnic minorities	1	2	29
e. Women/girls	1	2	30
f. Other groups with special needs (please specify) _____	1	2	31

9. **When did your organization first distribute this product?** _____ __ _____ (month/year) 32-35

10. **To what extent do you expect this product to help users do the following?**

	Not Applicable	Not at All	To Some Extent	To a Great Extent	
a. **Place** more students on the job	1	2	3	4	36
b. Increase student **competencies**	1	2	3	4	37
c. Increase **access** to vocational education programs	1	2	3	4	38
d. Provide effective **guidance** for vocations	1	2	3	4	39
e. Improve basic **academic skills**	1	2	3	4	40
f. Increase **sex equity**	1	2	3	4	41
g. Improve services for **minorities**	1	2	3	4	42
h. Improve services for **handicapped** persons	1	2	3	4	43
i. Improve services to youth in **inner cities**	1	2	3	4	44
j. Improve services to youth in **isolated rural areas**	1	2	3	4	45
k. Expand services to **adults**	1	2	3	4	46
l. Improve **teaching efficiency**	1	2	3	4	47
m. Increase **community** awareness	1	2	3	4	48
n. **Save money**	1	2	3	4	49
o. Improve **planning** and **accountability**	1	2	3	4	50
p. Realign **priorities**	1	2	3	4	51
q. **Alter program** offerings	1	2	3	4	52
r. Improve **coordination** with **postsecondary** programs	1	2	3	4	53
s. Make content more relevant to **changing needs in the workplace**	1	2	3	4	54
t. Improve educational linkages with **business/industry/labor**	1	2	3	4	55
u. Improve educational linkages with **government/community agencies**	1	2	3	4	56

11. **Is this product one of a series?** 57
1. Yes
2. No

12. **Was this product distributed to persons in more than one state?** 58
1. Yes ⟶ In how many states? _____ 59-60
2. No

13. **Is this product free?** 61
1. Yes
2. No If no, what is the unit price of this product? $__ ____ 62-63

14. What percentage of the total products (as indicated in question 3) were distributed by the following methods?

	Percent	Card III
a. Direct mail (free)	_____	8-10
b. Direct mail (cost recovery)	_____	11-13
c. Commercial publisher	_____	14-16
d. Displays at conferences	_____	17-19
e. Inservice workshops	_____	20-22
f. Demonstration sites	_____	23-25
g. Resource centers	_____	26-28
h. Other (please specify) _____	_____	29-31
	100%	

15. Which one of the following categories best describes the type of product? 32

1. Research report (project final reports, progress reports, or reports of empirical findings)
2. Knowledge synthesis paper (analyses of research findings)
3. Resource guide (cites/describes available materials)
4. Administrative/implementation guide (manuals and handbooks for administrators)
5. Instructional/implementation guide (manuals and handbooks for teachers)
6. Learner materials (instructional resources for students)
7. Conference proceedings (collection of presentations, speeches)

16. Using the following list, please circle three descriptors that best define the topic or content area of your product: 33-34 35-36 37-38

1. Adult, postsecondary, or technical education
2. Elementary education (K-6)
3. Secondary education (7-12)
4. Vocational education
5. Career education
6. Community-Industry-Education linkages (CETA, community involvement, cooperative education, on-the-job training, self-employment)
7. Corrections/crime prevention
8. Curriculum/instructional materials
9. Evaluation/research/testing
10. Guidance and counseling (including dropout prevention)
11. Information processing/dissemination
12. Performance (competency)-based/ individualized education
13. Planning and policy development (enrollment, programs, facilities)
14. Sex equity/fairness/stereotyping
15. Special needs populations (disadvantaged, handicapped, migrants, racial/ethnic minorities, bilingual)
16. Supervision and administration
17. Teacher inservice and preservice education/ staff training
18. Agricultural education
19. Business and office education
20. Distributive education
21. Health education
22. Home economics education
23. Technical education
24. Trade and industry education

Thank you for completing this questionnaire. Your answers will help determine the distribution and use of research, exemplary, and curriculum products.

Please return the questionnaire promptly using the business reply envelope provided.

Form Approved

FEDAC No. R 127

App. Exp. 12/82

Research Study No.

RESEARCH AND DEVELOPMENT PRODUCT USE

The National Center for Research in Vocational Education is conducting a study to determine the use of vocational education research, exemplary, and curriculum products. Enclosed is an abstract of a product which was sent to you within the last eighteen months. Please complete the questions about the total organization in Section I of this questionnaire by either circling the appropriate response or by filling in the blank space provided. Participation in this survey is, of course, voluntary.

Section II should be duplicated and given to persons within the organization who know the most about the product.

SECTION I

1. Have you received this product? 8

1. Yes
2. No

2. Has your organization used this product with any of the following groups?

	Yes	No	
1. Limited English-speaking ability	1	2	9
2. Disadvantaged	1	2	10
3. Handicapped	1	2	11
4. Minorities	1	2	12
5. Women/Girls	1	2	13
6. Other groups with special needs	1	2	14

(Continued on the reverse side)

This study is being conducted by the National Center for Research in Vocational Education pursuant to a contract with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education, and Welfare as authorized by Public Law 94-482.

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THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

3. **In what type of organization do you work?** 15 - 16

1. National/regional education organization or association
2. State education agency
3. Intermediate education agency
4. Primary/secondary school (public or private)
5. Postsecondary school/two-year college (public or private)
6. University/four-year college (public or private)
7. Educational research and development agency
8. Government/community agency
9. Business/industry/labor
10. Other (specify) _____

4. **In what type of community is your organization located?** 17

1. Large urban (over 250,000 population)
2. Urban (50,000 to 250,000 population)
3. Small city (2,500 to 49,999 population)
4. Rural (less than 2,500 population)

Thank you for completing this section of the questionnaire. If you have used the product, please complete Section II of this questionnaire. Your answers will help determine the distribution and use of research, exemplary, and curriculum products. Please return the questionnaire promptly using the business reply envelope provided.

2/28/80

Form Approved

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Number _____ 18 - 20

SECTION II

1. Have you received this product? 21

1. Yes
2. No ——→ Please go to Question 13

2. How did you receive this product? 22

1. Through the mail
2. At a conference or meeting
3. From my supervisor
4. From a friend/colleague
5. Ordered from an announcement
6. Other (specify) _____

3. Please identify the person, by role and organization responsible for sending (giving) you this product. 23 - 26

Role _____ Organization _____

4. What is your primary professional role? 27 - 28

1. Administrator/supervisor
2. Teacher/faculty member
3. Teacher educator
4. Curriculum specialist/resource specialist/librarian
5. Researcher/evaluator/planner
6. Guidance counselor
7. Board or advisory council member/ legislator
8. Business/industry/labor personnel
9. Parent
10. Student
11. Other (specify) _____

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5. **Have you requested additional copies of this product?** 29

1. Yes ——→ How many? _____ 30 - 32
2. No

6. **To what extent do you believe this product has helped users do the following?**

	Not Applicable	Not at All	To Some Extent	To a Great Extent	
a. **Place** more students on the job	1	2	3	4	33
b. Increase student **competencies**	1	2	3	4	34
c. Increase **access** to vocational education programs	1	2	3	4	35
d. Provide effective **guidance** for vocations	1	2	3	4	36
e. Improve basic **academic skills**	1	2	3	4	37
f. Increase **sex equity**	1	2	3	4	38
g. Improve services for **minorities**	1	2	3	4	39
h. Improve services for **handicapped** persons	1	2	3	4	40
i. Improve services to youth in **inner cities**	1	2	3	4	41
j. Improve services to youth in **isolated rural areas**	1	2	3	4	42
k. Expand services to **adults**	1	2	3	4	43
l. Improve **teaching** efficiency	1	2	3	4	44
m. Increase **community** awareness	1	2	3	4	45
n. **Save money**	1	2	3	4	46
o. Improve **planning** and **accountability**	1	2	3	4	47
p. Realign **priorities**	1	2	3	4	48
q. **Alter program offerings**	1	2	3	4	49
r. Improve **coordination** with **postsecondary** programs	1	2	3	4	50
s. Make content more relevant to **changing needs in the workplace**	1	2	3	4	51
t. Improve educational linkages with **business/industry/labor**	1	2	3	4	52
u. Improve educational linkages with **government/community agencies**	1	2	3	4	53

7. Have you used this product in each of the following ways?

	Not Appropriate	Yes	No, but I plan to	No	
a. Read it	1	2	3	4	54
b. Studied it	1	2	3	4	55
c. Referred to it or quoted from it	1	2	3	4	56
d. Shared the product with other professionals	1	2	3	4	57
If YES, how many? _____					58-60
e. Filed it for use by my organization	1	2	3	4	61
f. Implemented it as part of my program	1	2	3	4	62
g. Adapted it to my specific needs	1	2	3	4	63
h. Used the product with students	1	2	3	4	64
If YES, how many students at each of the following levels:					
primary _____					65-67
secondary _____					68-70
postsecondary _____					71-73
college/university _____					74-76
other (specify) _____ _____					77-79

If you have not used this product in any way, please go to Question 12.

8. In your opinion, to what extent does the product fulfill the following criteria? Card II

Does the product:	Don't Know	Not at All	To Some Extent	To a Great Extent	
a. Contain all of the necessary details for understanding the subject	1	2	3	4	8
b. Include satisfactory procedures and guidelines for use	1	2	3	4	9
c. Contain clearly stated objectives	1	2	3	4	10
d. Represent the best available source of information in this area	1	2	3	4	11
e. Fulfill its purpose(s) within acceptable cost limits	1	2	3	4	12
f. Contain ideas likely to be endorsed by persons you respect	1	2	3	4	13
g. Stimulate users to action	1	2	3	4	14
h. Contain the most recent information generally accepted by experts in the field	1	2	3	4	15
i. Contribute to your knowledge and skills	1	2	3	4	16
j. Help you perform your work	1	2	3	4	17

9. How does this product compare to similar products you have reviewed or used in terms of the following criteria?

If you have no basis for comparison, i.e., have never used a similar product, go to question 10.

	Don't Know	Much Worse	Worse	About the Same	Better	Much Better	
a. Reasonable cost	1	2	3	4	5	6	18
b. Appropriate length	1	2	3	4	5	6	19
c. Readability	1	2	3	4	5	6	20
d. Scholarly content	1	2	3	4	5	6	21
e. Relevance to your needs	1	2	3	4	5	6	22
f. Timely/up-to-date	1	2	3	4	5	6	23
g. Coverage of subject matter	1	2	3	4	5	6	24
h. Overall quality	1	2	3	4	5	6	25

10. Are you currently using this product? 26

1. Yes
2. No

11. Would you use this product again? 27

1. Yes — Go to question 13.
2. Undecided — Go to question 13.
3. No

If you circles NO on either 10 or 11, then complete question 12.

12. What is the major reason you are not using this product? (Circle only one.) 28

1. Irrelevant to my interests
2. Not applicable to my work setting
3. Too expensive
4. Too complex
5. Have not had time
6. Have completed my use of it
7. Other (specify) _____

13. How many years have you worked in the field of vocational education? 29 - 30

_____ years

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